the SHAKER HEIGHTS HIGH SCHOOL
SHAKERITE
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Hogue leaves SC

Student Council to continue efforts to revive spirit, address serious issues

BY JULIE ALFRED
News Editor

Although Student Council seems to be riding atop the momentum of its positive changes, this year's adviser duo of Dennis Hogue and Mark Hoskins will be reduced to a solo act featuring Hoskins.

"I really don't think [Student Council] is going to change. [Hogue] is gone, and we'll miss him, but Student Council will carry on," said Chairman of the Board, Christy Nichols.

Executive Board member Debbie Cohan said that Hogue's absence is a big loss, but Student Council has had a select few members "making it work all along."

Kicking the year off with a slew of pep rallies and Homecoming festivites, Student Council "really tried to make a difference," according to senior Bess Messerman. "But," she added, "it's been imbedded in people's minds that Student Council is not serious."

Trying to project this new, serious image, the former system of a Central Council chosen by school-wide elections was replaced by an executive board. Selected from the elected homeroom representatives, the executive board is comprised of four seniors, three juniors, two sophomores and one freshman. Nichols, as the chairman of the board and one of the four seniors, presides over the meetings. Cohan said that they have tried to erase the importance of titles.

Both Cohan and Nichols cited the student body's unwillingness to accept the changes in Student Council.

"Shaker is such a traditional community that even the kids have a problem with new things. So, we end up with the same dry activities, like Homecoming and Prom," said Cohan.

Nichols hopes that students will be more open-minded and willing to try Student Council activities.

"It's going to be an uphill battle, but we can't just say it won't work," she said.

The real test of Student Council's determination and perseverence came with Winterfest '88, the updated version of spirit week held, during the first week of the second semester. Hogue said that although he had doubted Student Council members' commitment to work, their time and efforts for Winterfest was immense. "They really got into it," he said.

Winterfest began with a skating party at Thornton Park. With about 500 students attending, according to Hogue, the event was also racially mixed, which is a primary concern of Student Council in planning activities. The midweek Talent Show, although extremely well-attended, attracted a predominately black audience. The skating party's huge success sparked false hope, as the Class vs. Class competition and the Winter Ball were cancelled due to lack of student interest. However, these failures can be attributed to the newness of the ideas, according to Messerman. Class vs. Class sign-ups took place at lunch during finals week.

"I am pleased with Winterfest," Nichols said. "We got a lot of positive responses from teachers and students, and this positive attitude will bring more students to future events."

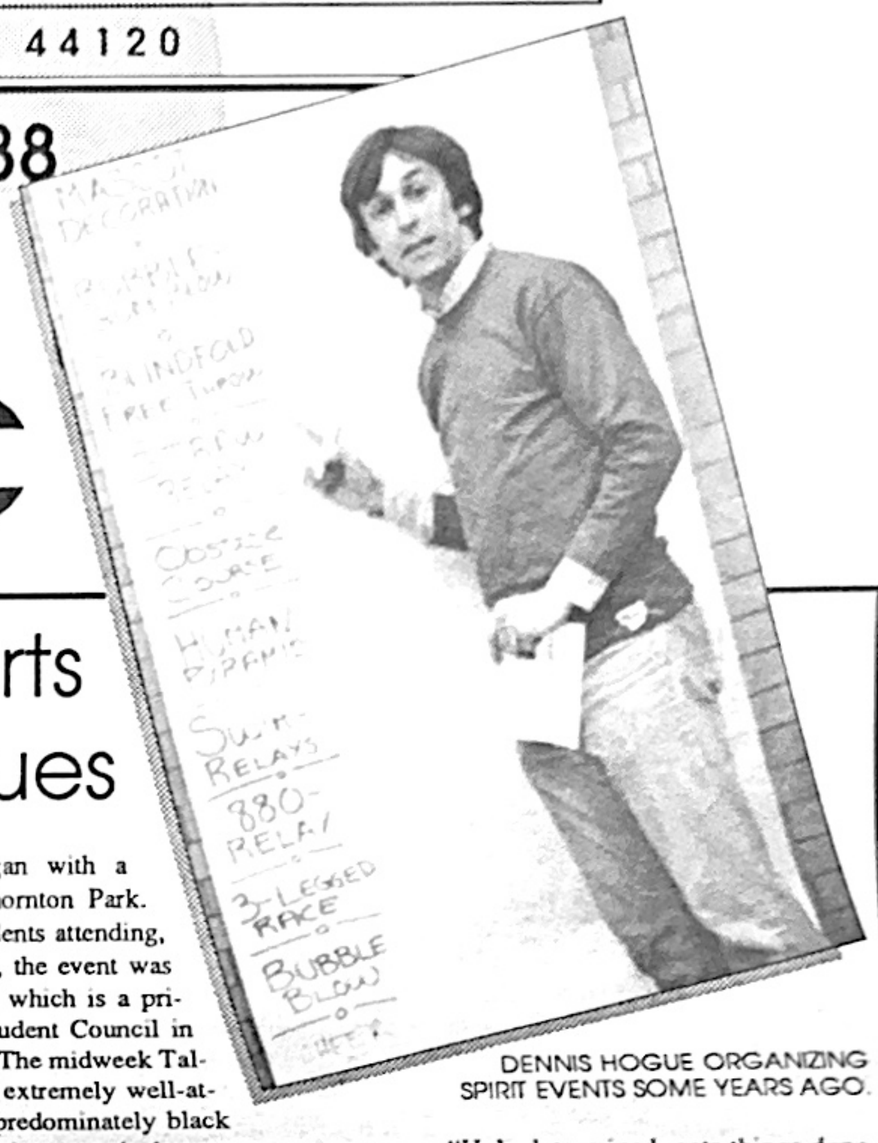
Hogue commended Principal Dr. Jack Rumbaugh's support of Student Council, and said that his resignation from the position of Student Council co-adviser has "nothing to do with school. It is for purely personal reasons."

Nichols views Hoskins's leadership as very strong. "He's determined, gets things done, *and has the students' respect," she said.*

Looking ahead, Student Council hopes to become less social and more involved in helping with some of the issues facing the high school. Racial problems and minority achievement are currently at the top of their agenda, and, according to Messerman, Student Council is trying to schedule speakers to increase awareness and problem-solving skills in addressing these issues.

Cohan added that Student Council will be working on leadership skills and group dynamics, through speakers and workshops, in order to improve its own organization's ability to fully extend itself to the school.

Hoskins was unavailable for comment.



DENNIS HOGUE ORGANIZING SPIRIT EVENTS SOME YEARS AGO.

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Hunting Cardinals: *Basketball team eyes Shaw, shoots for 1st LEL title since '78*

BY TERRY HARRIS
Staff Reporter

If the 15-2 Shaker basketball team, presently ranked by The Plain Dealer as third in the city, is going to win the LEL title this season, they will have to walk out of their 7:30 p.m. matchup at Shaw tonight victorious.

"Our togetherness and our teamwork is our strong suit," said coach Bob Wonson, now in his third year. "We don't have dominant players or even one dominant player, but we do have a lot of guys who—when they work together and play unselfishly—can accomplish a lot of things."

An important 77-69 win at home last Saturday against Cleveland Hts. put "a lot of things" on Wonson's mind—namely the sought-after title to what many consider the top conference in the area. The last time Shaker won the league crown was in the 1978-79 season under Fred Heinlen. A win against West Tech on Tuesday left the door wide open for a 17-win year, a plateau the Red Raiders have never reached. First, though, they must conquer the Cardinals.

"We have to keep the defensive pressure on them and make them work for every point they get," stressed 5-foot-9 junior guard Phil Hughey, who backs up the starting Raider backcourt of senior Chris Painter and junior Vada Burnett—playing together for the second year in a row.

It is the defensive pressure Shaker likes to put on the opposition that enables them to push the tempo into a fast-paced track meet. Quick guards, mobile big men and quality sixth and seventh men allow Wonson to employ such a style of play.

When fast-breaking, full-court presses do not work, the Raiders rely on their half-court game and dump the ball into 6-foot-8 center Shane Wright, who earlier this year was named Plain Dealer "Player of the Week."

Said Wright, "Offensively, we have to block Shaw out to get the offensive rebounds. We must control the boards at both ends of the court."

When the two teams met on Dec. 22, the Raiders overwhelmed the Cardinals in the fourth quarter to come up with a 103-95 victory. A month later, the Raiders fell victim to a tough Valley Forge squad. Their only other loss came on Dec. 19 against Cleveland Heights, 69-60, following a 6-0 start.

Shaw is 11-5 overall and most recently dropped to a tie for second place in the LEL race by losing consecutively to Valley Forge and Parma.

"It won't be easy beating Shaw away, but if we play as Wonson has coached us, we won't have any problems winning the LEL title," said junior Derek White, who is averaging 12 points and eight rebounds a game at power forward. Senior Rosel Hurley completes Shaker's starting five at small forward.

Painter, the shooting guard, credits a great deal of their success to the abundance of experience. They have six returning lettermen—four of which were starters in the 86-87 season. Of the four starters, seniors Wright and Painter have started for the Raiders the past three seasons.

Both whites and blacks at fault

Is academic success colored by race?

BY SCOTT GOLDSTEIN
Staff Reporter

In the first article of this series, some factors cited as the causes of low black achievement included generally low expectations for black students, peer pressure to treat school lightly and various other cultural differences. In this second article in a series, I hope to provide insight and understanding concerning these issues.

As John Addison, director of the Push-Excel program, noted, high expectations often stimulate high achievement. Psychological studies show that there is a direct relationship between expectations and achievement. When a teacher expresses sincere confidence that a student will do well at a given task, that confidence transfers over to the student, who then believes he or she can do well at the task. This belief triggers a response that results in a performance consistent with the initial expectations, according to The New Republic magazine.

There are also "reference group expectations," when an entire group is characterized by stereotypes. For instance, many people believe that blacks are intellectually and genetically inferior. While these rumors have been documented as false, they still influence the confidence of blacks in themselves, adversely affecting their academic achievement.

Peer pressure to treat school lightly amongst blacks also deters black achievement. There is a tendency among blacks to associate academic success with a loss of one's black identity. Students, both black and white, regularly refer to academically successful blacks as "really being white." Fear that these claims may be true often provoke blacks to shun academic success as a defense mechanism.

Throughout their existence, black Americans have been the target of racism and discrimination. Furthermore, there has been a persistent, albeit decreasing, sect of American society that relays the message to blacks that they are inferior and can never gain the status that whites hold. This, in turn, has caused widespread self-doubt among blacks and therefore impeded the progress they have been making as a people, especially in education. However, it is time that blacks stop relying on assurances from white American society and begin to draw confidence from their own people, past and present, such as W.E.B. DuBois, Rev. Dr. Martin Luther King Jr. and Rev. Jesse Jackson. Blacks must realize that they are the only ones who can permanently discredit the rumors of racial inferiority.

SOURCES INCLUDE: Rumors of inferiority by Jeff Howard and Ray Hammond from The New Republic magazine, September 9, 1985. Peer pressure by blacks cited in learning by UPI from The San Diego Union, December 26, 1987

Clark's ideas spark ethical controversy

BY JOSH LEVY
Staff Reporter

Carrying a baseball bat in one hand and a bullhorn in the other, Principal Joe Clark of Eastside High School in New Jersey would make Shaker students think twice before calling Shaker's disciplinary policies unfair.

Clark's hard-nosed policies include locking all entrances to his school during the school day and expelling drug pushers or students failing all or most of their classes. Clark refers to these students as "leeches, miscredants and hoodlums."

By ridding Eastside of these "leeches," Clark has boosted the academic level of his student body as a whole. According to the Associated Press, the Scholastic Aptitude Test(SAT) scores at Eastside averaged from 300 to 399 last year, up from the 1982 average of 200 to 299, when Clark first stepped in as principal.

Although Clark has delivered promising results, his methods have been called unconstitutional by his colleagues.

"I do not agree with Clark's bat and bullhorn. I am totally against any corporal punishment," said Superintendent of Shaker schools, Peter Horoschak. "A baseball bat might be okay for a prison, but that's not what school is."

Horoschak believes that the present disciplinary policies at the high school, which exclude the use of weapons under any circumstances, are effective. Horoschak said the only people that may use weapons are the security guards.

Using just his authority and no weapons, Clark expelled 66 Eastside students last December. In hastiness to expel the students, he granted none of them a hearing or due process of law.

According to Education Week, New Jersey state law restricts Clark from expelling students but enables him to suspend students for up to ten days. The principal may, however, recommend a student's expulsion although only the superintendent can expel the student. State law also mandates that no student may be suspended for any amount of time without a hearing and must be granted due process if the suspension exceeds ten days.

After many complaints concerning Clark's breach of constitutional law from the state, the school board forced Clark to allow the students' return to school and threatened to fire Clark.

Instead of punishing Clark for his illegal actions, as many people would have hoped, the White House Policy Development Director offered Clark a job in the White House as policy adviser if Clark should lose his position at Eastside. Although Clark was praised by President Ronald Reagan and Secretary of Education William Bennet, he rejected the position.

This promotional offer to Clark from the Reagan administration irritated Horoschak.

"What annoys me is that the U.S. Secretary of Education is holding Clark as an example of a great educator, but Clark has broken several state laws," Horoschak said. "Bennet is supposed to set an example for education in America, and then he praises this man."

the NEWS BRIEFS
SHAKERITE

SHAKER MOURNS LOSSES

Over winter break, students and teachers were faced with the unfortunate deaths of two teachers, Donald Travis and Charles Brenner.

Travis was a Spanish teacher who had been at the high school for nearly 25 years. He was active on the Principal's Advisory Council and was the Spanish Club adviser. He will especially be remembered for his exceptional relationship with students.

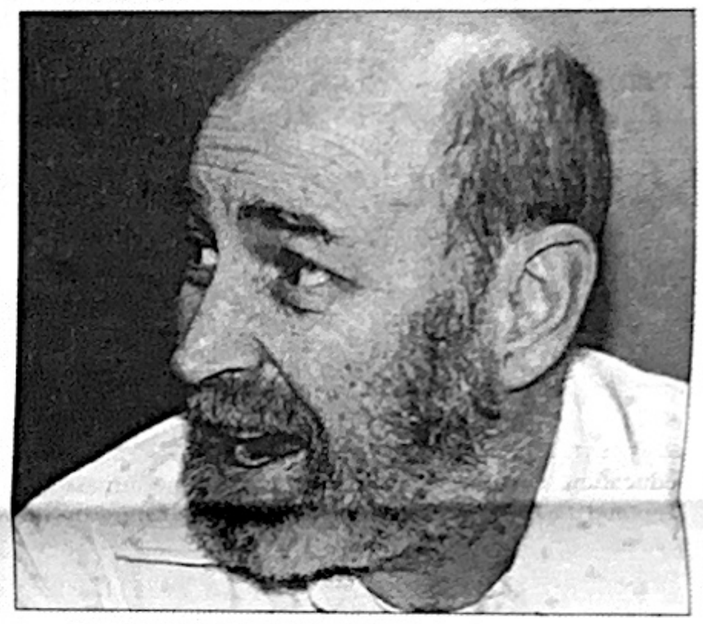
As junior Jenny Hutzler commented, "Mr. Travis was the greatest teacher. He told us stories about his life and made me feel like his friend."

Travis, 56 years old, died of cancer of the esophagus on Dec. 28.

Charles Brenner was a science teacher in the Shaker system for almost 20 years, with most of his experience at Woodbury. His athletic enthusiasm spanned his entire career, as he coached the track, football, baseball, soccer and softball teams. Brenner has been credited for his quick action in 1984 when he ejected a leaking chlorine gas cannister at Woodbury, saving teachers and students. Brenner's students agree that he was an exceptional teacher.

As freshman Rebecca Freeman said, "He was a good teacher because instead of lecturing the entire period, he used hands-on techniques and forced us to understand."

Brenner died of a heart attack on Dec. 29, at 51 years old.



THEIR LEGACY LIVES. TRAVIS AND BRENNER BOTH DIED UNTIMELY DEATHS DURING WINTER VACATION
PHOTOS COURTESY OF THE GRISTMILL

WALL STREET RELOCATES IN SHAKER

Tenth grade Humanities students invested a hypothetical $100,000 in a nationwide stock market simulation. Of 170 Cleveland area teams, the seven Shaker teams consistently stayed in the top 40. The simulation lasted for 10 weeks this fall and begins again Feb. 19. Any team can participate by paying $6.50, and if they have the wealthiest stock portfolio, the team wins $150 and the teacher wins $50 from the Cleveland Center for Economic Education centered at John Caroll University.

The school board paid the $6.50 for each team from Marge Eisenberg's Humanities classes. Eisenberg allowed her students to spend every Monday class period in preparing their portfolios for the week.

The top Shaker team, captained by Shannon Biles, ranked 14th in Cleveland after losing $2552 during the ten week period of market volatility.

THEY'RE PLAYING MY SONG

From performances to conferences and competitions, the past month has been exciting for band members. Freshman saxophone player Chris Ackerman was selected by audition to join the Cleveland Jazz Youth Orchestra; senior Amy Hanson recently joined the Cleveland Youth Orchestra as a flutist. She is also Co-Principal of the Shaker symphonic Wind Ensemble. Matt Pickus joined a select group of Ohio high school musicians at a Bowling Green State University at a new music conference. Veronica Johnson performed with the Kent State University Ohio All-Star Band Jan. 30. She was chosed from 90 flute applicants and placed third in her tryout. In the senior division of the Mu Phi Epsilon Composition Competition, David Ernst won first place. His award-winning string quartet will be performed Feb. 14 at the Cleveland Institute of Music.

—BY KRISTIN MCGOVERN AND SARAH DAVIS—

Student Council creates "winnerfest"

Well, another Student Council event has come and gone, and it is time for the Shakerite to evaluate this latest project: Winterfest '88.

Last month, it was great to see plans for more than the usual "spirit week" which had traditionally attempted to raise school spirit through a week of "College Sweatshirt Day," "Beach Day" and others.

The booklet that was passed out regarding Winterfest was extremely promising and clearly showed the hard work Student Council was putting in toward the event's success.

Then it finally arrived: the glorious Winterfest. On one hand, it is true that there were some disappointments. Class vs. class competitions had to be cancelled as well as the Winter Ball. In addition, not as many people dressed up for "Dress Up Day" as one might have hoped. These "failures," however were not the fault of Student Council, but instead the student body who simply decided not to participate.

For each cancellation, however, there were just as many successes. The skating party started the week off with a bang, and hearing two well-known speakers was also a treat. There was a huge line waiting to get sundaes at lunch and it was nice to see students dressed in Shaker Red and White at the breakfast.

Whether or not the entire week was successful for everyone is irrelevent. First of all, those who participated did, in fact, have fun. Secondly, Student Council did an undeniable amount of hard work and put in long hours on this project. It is true that there may have been some problems in planning, but any real problems could be attributed to simple lack of student involvement. Lastly, if Winterfest was this successful in only its first run, imagine how good future Winterfests could be if Student Council keeps improving it year after year.

the RITE IDEA
SHAKERITE

All in all, everyone involved in the planning should be lauded. Not only should we thank Student Council, but also the administration, faculty and especially Student Council advisers Dennis Hogue and Mark Hoskins who may have worked hardest of all in pulling off the event. As our beloved announcers would say in the morning:

"If you pass one of these folks in the hall, give 'em a hearty 'Hi-ho,' " and thank them for all their hard work. They deserve it.

LETTER FROM THE EDITOR

After a long vacation and semester finals, we're back with another issue. It is our fifth of the year. Our return, however, is not without some very discouraging news.

Last month, a Supreme Court decision gave public school officials the right to censor student writing on any subject that is "reasonably related to legitimate pedagogical concerns"—or, in other words, anything a school administrator thinks is controversial.

Students soon will be taught by a system where the rule of thumb might read "do not offend" or "avoid controversy." Most high school journalists will no longer learn about balancing power and responsibility. They will never have the chance to exercise it or be forced to live with the consequences of neglecting it.

The recent decision has turned high school into a sad state. In part, because it is at odds with, perhaps, the foremost mission of each and every school (state-funded or not) to teach democratic values, principles and actions. It's a shame that the highest court of a land based on the Constitution and a good portion of the men and women who run the educational institutions firmly believe that practicing democracy in schools translates to chaos in the classroom or unlimited freedom for students.

Fortunately, the Shakerite will not be affected by this landmark decision. According to Principal Dr. Jack Rumbaugh, things will go on as they have. If our administration decides to monitor and control the student press to "exercise editorial control over the style and content" of student speech, then I want no part of it. But, luckily, we live in a community where *its school system displays confidence in trusting responsibility to its students.*

Sure, now front pages might start looking like announcements—you know, like "Interact meeting on Wednesday at 8 p.m. in the South Gym." Recipes could become good print. It may seem like a gross exaggeration, but this is what scares me about the decision: the administration could, if they wanted to, essentially turn our newpaper into a newsletter.

The majority of high school newspaper staffs do not deserve this. Granted, student journalists, just as journalism professionals, make errors of judgement occasionally, and they, too, learn from the experience. After all the learning: in the classrooms, at the camps, from the conventions, we could be restricted and bound, unable to utilize our knowledge and left with nothing to do in our power.

Sincerely,
PETER NAGUSKY
Editor-in-chief

Student disappointed with administrator's remark

To the Editor:

I was apalled at reading Unit Principal Isaac Smith's view concerning corporal punishment in the Dec. 17 issue. That corporal punishment still exists in this day and age, when criminals are put into prison for violence, is frightening enough. But to have an administrator at Shaker, a school I had thought renowned for its excellent system of education, condone this type of punishment surpasses all belief. I applaud the Board of Education for refusing to allow the use of corporal punishment, as they must doubtless have received pressure to legalize it. However, it is a sad reflection on America, and especially on the Shaker administration for hiring people who advocate corporal punishment, that violence is still such a major aspect in our society. Countless psychological studies have shown that physical violence only leads to more physical violence. How depressing.

Sincerely,
GILLIANE MONNIER

■ At no time during interviews with the Shakerite did unit principal Isaac Smith express that he supports corporal punishment. The quote that I believe Monnier is forming her opinion about appeared on the front page: "We're not allowed to punish physically anymore... One paddle in the office and there wouldn't be any kids in Saturday school." To interpret this comment as condoning violence is an unfair conclusion of Smith's view. —ED

TEACHER CLEARS UP MISUNDERSTANDINGS

To the Editor:

Thank you for the article (in the November issue) about the interviews of us Chinese teachers about education. But there are somethings I would like to clarify because I am afraid there were either misunderstandings or I failed to make myself clear.

When I was asked what interesting things I had found here, i said:

"I feel it is interesting and I am somewhat surprised that teachers sit on the teaching table in class. In China, we take class more seriously (It's possible that I said we took learning more seriously). If a teacher sits on the teaching desk in class, the students feel insulted in China."

I still remember I said:

"I appreciate American teachers' way of teaching. They let students use their own brains more and be more active in class in America."

Then I was asked if I would try these methods in China. I answered:

"Surely. But not exactly the same. I'll combine the Chinese way with the American way."

In fact I did say that you could have more control in your class sometimes. Sometimes (Maybe I should have said "not usually") when there are too many individual speakers in class, the students happen not to listen to each other. You do not think about what others say. In this case, you use your brains less than Asian students."

I am afraid I did not make myself clear. Here I would like to improve my statement: what I was doing was pointing out the differences between the two systems. Hopefully that could be beneficial to us all. I did not mean this was good, and that was bad. Actually I have learned a great deal from you, as all of you have noticed. I am still going to learn more from you. Now I would like to take this chance to express my thanks to my host families, my cooperative teachers and all the staff and students who have given me help!

Sincerely,
ZHANG SHANGLIN

Let us hear from you!

The Shakerite welcomes letters from students, alumni, parents, staff, and other readers.

Letters to the editor need not only concern the contents of the Shakerite, but also issues pertaining to the Shaker Heights community. We also invite readers to inform us of any news that should be reported in the Shakerite.

the SHAKERITE

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To create or to copy—that is the question

BY RANDI SCHMELZER
Staff Reporter

It has been said that originality is the art of concealing your sources, and that makes for a lot of really creative students. And since "a thing worth having is worth cheating for," it explains why so many of us put our names on Shel Silverstein poems, certain they will bring in big juicy A's from impressed teachers—unwary, of course, that those same teachers will spend countless hours in humid library reference departments just to prove they have seen it somewhere before. Testifying to this is history teacher, Mary-Ann Janosik.

"I've had it happen twice—when I've gone to the library and literally zeroxed the exact paragraphs they had copied verbatum. I showed it to them before I gave them the F."

Then you have to concoct some cover up about how they stole it from you.

"Why not?" wonders junior Erwin Milligan. "As long as you get away with it."

And if the only way to maintain your self-esteem is to lie and cheat, hey, maybe you're a natural for a career in politics.

That's right, plagiarism even exists in the world of prospective presidential candidates. Democrat Joseph Biden could be the poster boy for the plagiarist foundation, best known for his stirring passage at the Iowa State Fair this past August. Biden, however failed to acknowledge that his inspiring speech was lifted almost word for word from Brtitish Labor Party leader, Neil Kinnock's own campaign speech. Biden says all the fuss is just "much ado about nothing." Funny, that, too, has a strange Shakespearean ring to it.

SHAKERITE ARTWORK BY RICK SMITH

Anyone could have what it takes to be one of "Joey's kids," Senator Edward Kennedy, for example, George Harrison, and even Michael Jackson have been dealt staggeringly large plagiarism suits. Morris Albert actually took the better part of his 1975 platinum pop hit "Feelings" from a French cafe tune called "Pour Toi." And the BeeGees' "How Deep Is Your Love" and Ronald Selle's "Let It End" are so similar that Maurice Gibb couldn't even tell them apart. Both incidents resulted in quarter-million dollar plagiarism aggravations.

Though Shaker's exact standard policy punishing plagiarists is hazy, if you should opt for typing a couple pages from the popular World Book Encyclopedia and putting your autograph on top, it's relatively likely that you'll receive an F and extensive questioning by your teacher. Plagiarism is a serious offense, something that colleges will expel for, though according to English department head, Dr. William Newby, intentional copying of more than just a line or two is dealt with only a few times annually.

Junior Gil Bruchen is set in his idea that plagiarists should be "condemned to death and thrown out of a third story window," but that's just wishful thinking. Perhaps as consolation, English teacher Julia Worley verified that it is quite apparent when a student's assignment was written by someone else, based "especially on the style of writing."

Satirical cartoonist, Jules Feiffer once said that good swiping is an art in itself, so if you can avoid getting caught, go ahead and hand in entire volumes with your name on the bindings. One thing to remember about plagiarism, however, is that, as junior David Lurie pointed out and junior Melissa House accented, "It stinks."

Only Melissa forgot to mention that Dave said it first.

Army: great place to start, for some

BY PETER OVINGTON
Staff Reporter

"BE ALL THAT YOU CAN BE. FIND YOUR FUTURE IN THE ARMY."

This catchy phrase is probably familar to us all, whether we have heard it sung on television or we have caught a fleeting glimpse of it while passing hallway posters. Some Shaker students have even taken it to heart.

The U.S. Army has a program in which high school seniors can serve for two years and eventually receive $17,000 to help put them through college.

Senior Richard Hodges, who will begin work for Uncle Sam in August, thinks the program will work out well for him.

"The army is going to give me room and board and money for college at the same time. I don't think I'm ready for college now, anyway."

Hodges thinks this program is especially good for high school graduates who are not sure yet of what they want in life. He recommends army life for those who have difficulty saving their money, as well.

"If I got a full-time job I'd probably blow all my money earned. I'm not a very good saver. If the army is holding on to my money I don't have to worry about that."

"The army is going to give me room and board...I don't think I'm ready for college now, anyway."

—RICHARD HODGES

One aspect of joining "the forces" for two years is that upon entry to college in his freshman year, Hodges and others like him will be two years older than most of his classmates.

"It won't bother me much, because all the others will be coming to a new place too. I'll just be a couple years older, beyond that it shouldn't be much different." After some thought, he aded, "And the others won't know how to operate a tank."

Lawrence Wagner, also a senior and enlisted for two years, sees the army as a good way to earn college money and learn self-discipline for the academic work he will eventually be faced with. His friends, however, do not approve of his decision.

"I don't think anyone should go, even if they are giving you money for it," explained junior Kelly O'Neal. "What's supposed to happen if you get to the army and decide that you hate it after a month? There's no way you can get out of it."

One thing to consider before rushing to enlist, however, is whether or not the idea of "doing more before 6 a.m. than most people do the entire day" appeals to you. Not everyone is willing to sacrifice his beauty sleep for this boast.

Two more enter Shaker's family

Her deep Spanish accent creates an authentic aura in room 309. She comes from a land famous for pinatas and tortillas. Teresa Maynar, a native of Spain, joins the foreign language department, replacing the late Donald Travis. Maynar understands this challenging adjustment faced by both herself and her new students.

"Some students resent me—it's like a step-mother replacing the mother relationship," she explained. "I enjoy working with the students. Some of them are still grieving over Mr. Travis. Others have realized that Mr. Travis and I are two different people and accept me as I am."

KATHERINE BROWN

TERESA MAYNAR

Although visiting finback whales on the Eastcoast is not a prerequisite for science teachers, part-time whale watcher Katherine Brown has taken over the ninth grade classes of the late Charles Brenner as the new science teacher at Shaker.

Brown graduated from Marquette College with degrees in biology and chemistry. Her past professional experience includes teaching at schools in Wisconsin, Rocky River and Parma, as well as an editorship of Engineering Magazine.

"I'm particularly pleased with her great sense of humor, her obvious knowledge of chemistry and physical science and her previous experience," said science department head, David McNamara.

Class of '88 first to enjoy new senior project guidelines

BY GRACE DEJESUS
Staff Reporter

After the pressure of final exams is over and second semester begins, seniors begin to eagerly await the arrival of senior project.

"Three extra weeks of vacation!" and "No more school!" are commonly announced expressions of second semester seniors.

But does "no more school" neccessarily mean no more work? Not according to the advisers of senior project.

"For some students, it might actually be easier for them to stay in class than go on project," said Baird Wiehe, one of the five project advisers. "Senior project is serious and it requires a lot of work."

According to Wiehe, there is a perception that project is more strict this year, but he and the others deny the truth in this statement.

John Schutter, another adviser, admitted to certain changes in the structure, but emphasized that although more people have been added to review the projects and contact students' sponsers, this is not a neccessary implication of greater restrictions. One reason for the addition is to enable the teachers to "get out and visit some of the projects," explained Schutter.

In the past, students have been required to stay within a 50 mile radius while working on their assignment. This year, however, there are no distance limitations; students are permitted to even go overseas as long as the project is of significant educational value.

"Students wishing to go out of town for projects have the same requirements to meet. We just have to be more cautious about checking on their sponsors," said Wiehe.

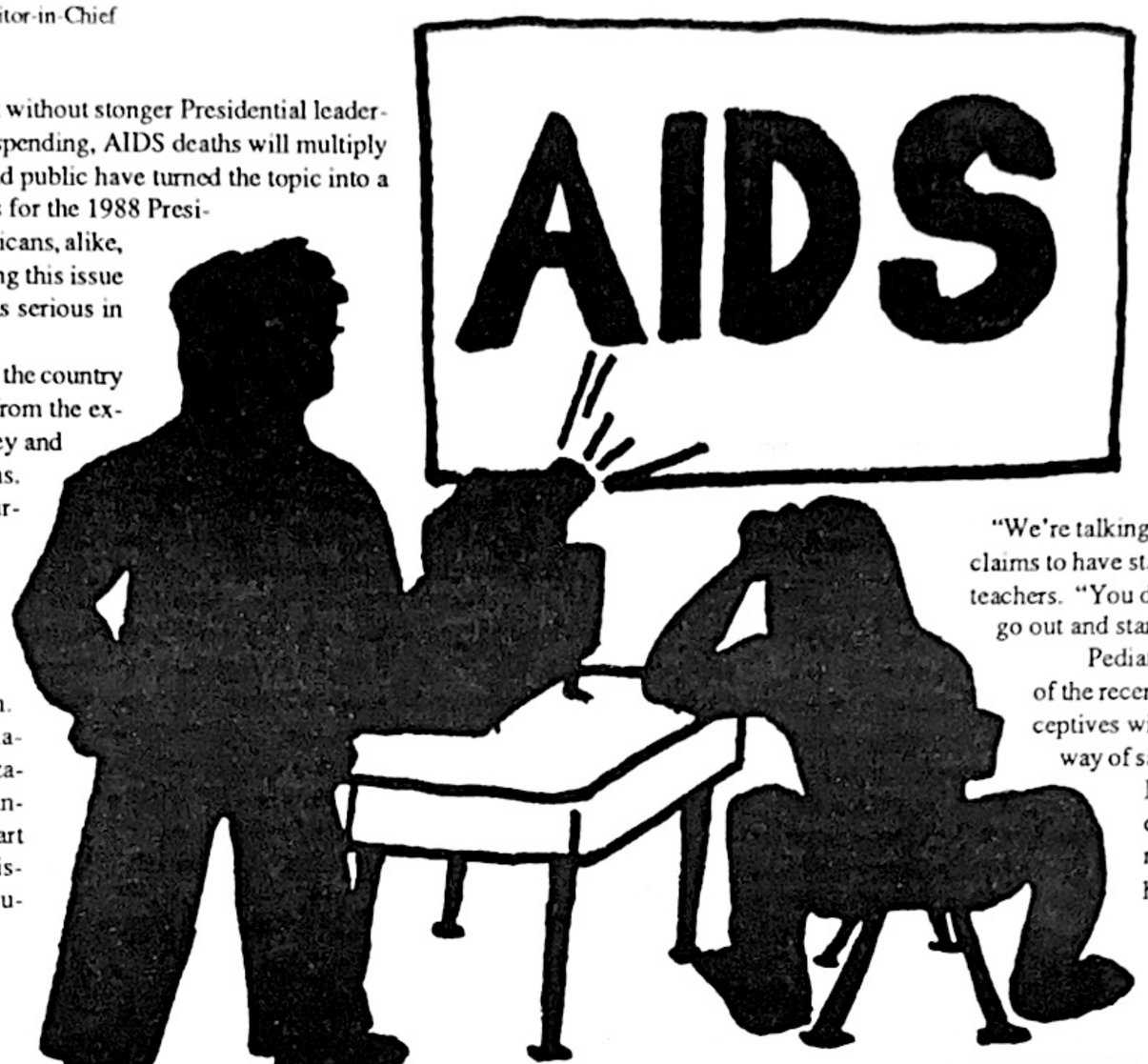
Seniors Shannon Graham and Sarah Pamula plan to go to Jamaica for their projects and work in a pre-school.

"It's a great opportunity to learn about a different culture and appreciate the advantages I've had all my life," said Graham.

Overviewing the entire program, Principal Dr. Jack Rumbaugh emphasized that senior project is a "privilege extended by this high school, granted only to those who have earned it."

OUTSIDE HELP, HOW TO TEACH, WHEN TO TEACH

BY PETER NAGUSKY
Editor-in-Chief



SHAKERITE ARTWORK BY RICK SMITH

In the last three issues of the Shakerite, articles have appeared about acquired immune deficiency syndrome. This article is a continuation of a Dec. 17 story dealing with the effort to educate children about the epidemic. As the last, this article refers to survey results from two questionnaires. One was passed out to the entire faculty and the other was distributed to a portion of the student body.

This article represents the last in a series of stories on AIDS and would not have been possible without the cooperation of the student body, faculty and administrators at the high school.

Outside help

AIDS activists warn that without stonger Presidential leadership in education and public spending, AIDS deaths will multiply at a faster rate. The media and public have turned the topic into a point of debate for candidates for the 1988 Presidency. Democrats and Republicans, alike, are being forced into addressing this issue just as readily as something as serious in past years as the deficit.

It is obvious, though, that the country will need more than backing from the executive branch—both in money and support—to educate its citizens. When setting up an AIDS curriculum, experts advise, involve the community—and respect the deep convictions of those who might object. Yet, in this regard, there has been a lack of action.

Paul Boneburg, the national coordinator of Mobilization Against AIDS in San Francisco, thinks prudery on the part of parents and school administrators will eventually cost thousands of lives.

"An incredible number of teenagers are being exposed [to AIDS] because [there is] no education [on the subject]," he charges. "Where's the PTA?"

According to Shirley Cupery, Vice President for Leadership Services of the National PTA, national and state PTA's want to encourage cooperation to get information out to parents in order to remove the mystiques, the aura of hysteria.

At the annual Nov. 11 Council meeting, the PTA urged parents to ensure that their children are prepared to confront the epidemic. Pickus said she hopes to provide a supportive and informative education for students, teachers and parents.

"The best thing we can do," said Pickus, "is to establish a forum like we did on the 11th. We will do whatever is called for."

How to teach

When inquiring about how to go about the education that 98 percent favor, the surveys to faculty came back with a general response: teaching guidelines should be impressively broad, running from kindergarten to 12th grade and based on psychology, emphasizing assertiveness training, the mechanics of decision making, the biological makeup of such a disease and assigned essays on topics like sex in the media. But no matter how it is packaged, the subject is impossible to teach without plunging into the question of values.

So what values are to be taught, if any? Education Secretary William Bennet accepts sex education, provided that people do not try to make it value free. Bennet would require instruction to include a message on abstinence. When asked whether values like abstinence and birth control should be taught and whether it is the school's job to shape values, many teachers became quite outspoken. A math teacher, wishing to remain anonymous, said that "the values of a democratic society should be taught—the importance of knowledge and information which permits each one of us the opportunity to make individual choices."

In many classrooms, with the idea that some is better than none, AIDS is being presented as one of the many STD's and is mentioned briefly. Dr. Stephen Sroka, a national AIDS consultant living in the Cleveland area, is firmly against this lighthearted path to well-being. Sroka insists that the "just say no" theme for high schoolers is unrealistic, and he suggests that AIDS be taught separately from the other STD's because it is "crisis oriented education."

"We're talking about a disease that can theoretically kill you," said Sroka, who claims to have started AIDS education programs in 11 states, training over 3,500 teachers. "You don't just go get a shot. It's important you know this before you go out and start experimenting."

Pediatrician Lolita McDavid is one that wants some good to come out of the recent AIDS scare. She hopes it will cause parents to discuss contraceptives with their children—not only as a means of birth control, but as a way of saving their lives. Child therapist Deborah Paris, who along with McDavid and five others, made up a panel that addressed concerns of Shaker parents at a districtwide Nov. 11 PTA meeting devoted entirely to AIDS, said that "we can't be in a hurry to tell everything we know and not hear their questions."

When to teach

Surgeon General C. Everett Koop's most explosive proposal in his 1986 AIDS report came when he made it clear that he was talking about graphic instruction about the syndrome starting at the third grade (see graphic below). He believes that because of the deadly health hazard, "we have to be as explicit as necessary to get the message across. You can't talk of the dangers of snake poisoning and not mention snakes."

Many people clearly prefer not to talk about snakes or poison to eight-year-olds, though. *The faculty at Shaker was not quite as open-minded as Koop, but three-fourths did think students should learn graphically about AIDS before they enter the high school.* The audacious proposal has plunged experts into a thicket of legal and moral questions. Is it unwise to tell third-graders about anal sex and the connection between sex, AIDS and death? Is it the proper function of a school to push either abstinence or birth control?

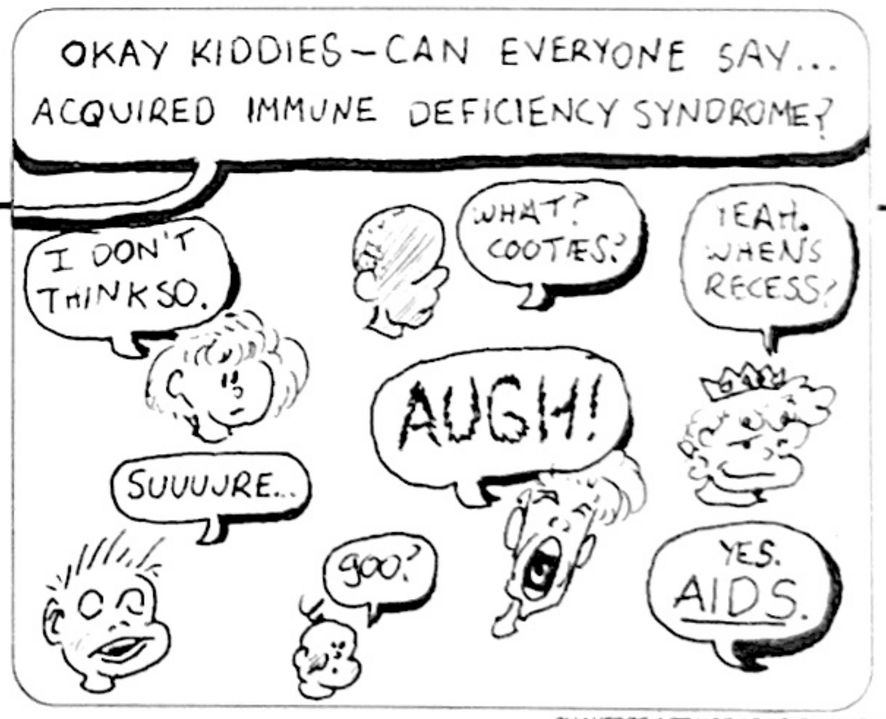
Not many experts think that the Surgeon General's idea about education at such an early age makes much sense. For an eight-year-old, they say, anal sex is going to the bathroom. One teacher said: "Mine reacts, unfortunately, with immature humor. Remember "cooties"? (as in, "Oooh, he sat on her chair. Now he's got the cooties!") Well, now the primary kids have replaced "cooties" with "AIDS." As would be expected, their grasp of the situation is immature and shallow." But there are a few, however, that do agree with education at such an early age.

Harold Harris, a child psychiatrist at Duke Medical Center, said, "At four or five, they're playing doctor games. Sexuality is what that's all about. We should bring it out of the closet and talk about it in school."

Q & A WITH THE HIGH SCHOOL FACULTY

Q: What would an 8-year-old think or how would he react to graphic instruction about AIDS at school beginning in the third grade?

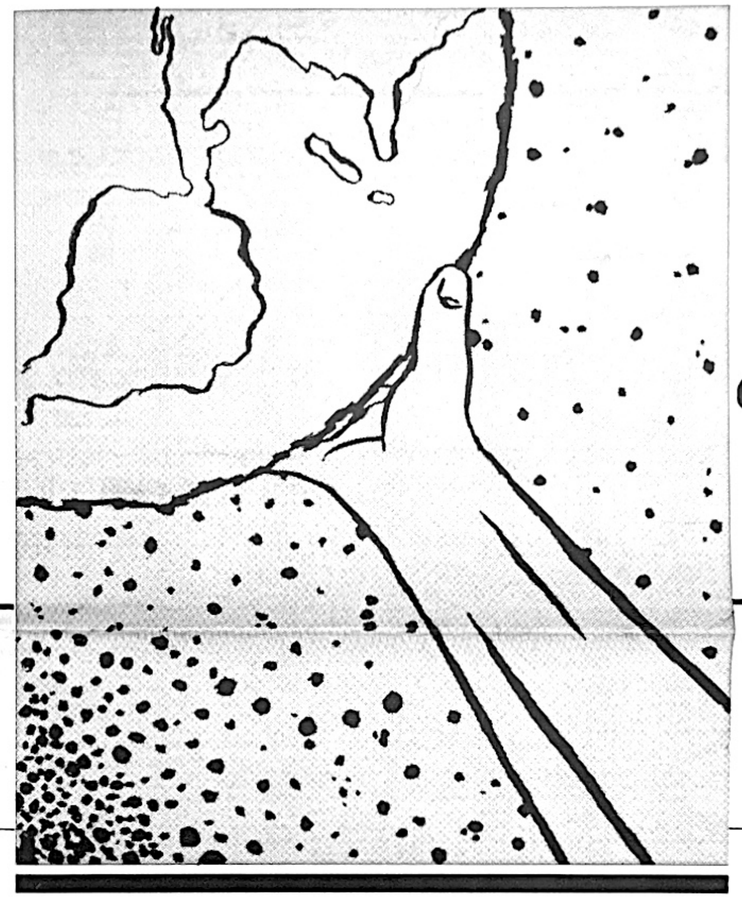
A: We probably underestimate them.
A: puzzled; probably too young to understand actual importance of knowing the true details.
A: Too overwhelmed trying to understand sexuality and the AIDS problems all at the same time.
A: Too emotionally immature—their curiosity is limited to the differences between male and female.
A: There would be a lack of understanding because of the complexity of the matter.
A: Confused—most likely reacting with needless fear.
A: Depends on 1) child and 2) presentation of material.
A: Like he knew it all.
A: Wouldn't have any clearly formed opinions.
A: Disinterest, boredom.
A: Fear, boredom—but some would sink in.
A: Wouldn't want my 8-year-old exposed to graphic presentations.
A: Depends on his or her relationship with the teacher and how it is presented.
A: He would accept the information but not relate to it. He would not feel threatened.
A: Depends on how he was brought up.
A: Avoidance—he wouldn't want to talk about it.



SHAKERITE ARTWORK BY RICK SMITH

'Life without my father'

An ex-Shaker student gives his account of the time just prior to and immediately following his worst nightmare



Ian Erec Alan Johnson, the author of this story, is a high school student. He has earned a special place in the heart of most of this newspaper's staff because he worked on the Shakerite for over a year. Last summer he moved to Croton-on-Hudson, New York, where he lives with his stepmother and five-year-old brother, Alex. We are fortunate to have kept in contact with him and are grateful that he is willing to share his story.

When Ian first considered writing his story, he worried that he might appear to be going through the "poor, poor me" routine. Soon enough, though, he wrote with the idea that this could only help other people, perhaps alerting them to "live their lives realizing that death is often sudden." In printing this account, the intention is to shed light on the traumatic experience of death in a teenager's life in hopes that one person's story will be able to help others with a similar misfortune.

Dr. Walter E. Johnson was Ian's father. He expanded the Genetics Center at Case Western Reserve University, upgraded its services and transformed it into a self-supporting genetic counseling service. From 1978 until his death, he was Director of the cytogenetics lab at Case, Director of the in-vitro fertilization lab at MacDonald House since 1984 and served as a consultant for hospitals in Cleveland, Toledo, Canton and Columbus.

Dr. Johnson died on Feb. 4, 1987, at the age of 44.

—ED

BY IAN JOHNSON
Special to the Shakerite

I was 15 and a sophomore at Shaker Heights High School—living life in a casual manner, with no concerns greater than whether or not I'd be allowed to sleep over at Mike's house on Saturday night. School was a breeze, health class a joke and only chemistry offered problems for me. I did not consider studying part of my nightly routine. Who needed it? All I had to do was find new ways to set up my speakers and consider certain albums I planned to buy.

November came. It was not much different from October, just a little colder. In the evenings, I complained to my dad that I had to rake leaves too often. Otherwise, there were the same old things. My dad had been having back pains since August, but recently it had been much worse—spreading from his back to his chest. I would leave for school in the mornings when his face was twisted with pain and he was unable to stand. I felt worried all the time, guilty that I could do nothing. I promised I would be home for lunch to help him out and give him company. Invariably, lunch was too short. I would end up running in the back door with a "Hi Dad, are you feeling better?" and leaving only twenty minutes later. I would cram food in my mouth and be able to spend only minutes with my father.

On a Wednesday late in the month, he went to the hospital to have his back treated. Nothing they gave him seemed to work, but with time the pain did subside. The following night, we came home from visiting him. He seemed much better and would undoubtedly come home from the hospital soon. I ate dinner—Greek food from the Mad Greek Restaurant—and watched Cheers and Night Court. At 9:30 p.m., my stepmother knocked on the door of my room. She never knocks. I knew something was wrong. Her face was white with tension, she told me my father had had a massive heart attack and to get my four-year-old brother Alex in the car. From that moment on, all seemed as a dream: there was no longer any reality for me.

I remember every turn of the car, every passing moment on the way to the hospital, even now it seems it was last night. As we rounded North Park near Roxboro Junior High, she mentioned for the first time that my father could die and, if so, we could still be a family, and everything was going to be all right. The idea of my father dying was yet impossible to my mind, and I dismissed it as nonsense. I could not face the idea, nor life without my father.

After getting out of the car at the hospital, I remember passing someone in the parking lot and wondering: could there be anyone in such a state as I? I looked up as we half-ran on the pavement, and I realized that the night sky was perfectly clear, and that I could see every star. I can still remember the biting cold night air in my lungs and the warmth of Alex against my body as I carried him. We did not speak.

We found the Cardiac Intensive Care unit, and my step-mother rushed in, leaving me with my brother to wait in the hall. I looked down the hall and saw a sign. "Cardiac Catheterization Laboratory." I told myself that if I memorized that sign, my dad would live.

We found that Dad was in stable condition later that night. The back pains he had been having were no such trifles. He was experiencing multiple heart attacks and had lost function in about a quarter of his heart. We drove home—my stepmother listing all of the changes that would take place around the house. It was her way of coping; to feel that she had some control over the situation. I listened in dumb silence. Alex was asleep. At home, she hugged Alex and me, and she told us that we would not be going to school on Friday. I did not sleep well that night.

Over the next few weeks, I spent much of my time in the waiting room at the hospital. While there, I memorized the patches on the couches and that sign down the hall. My schoolwork fell behind, but my teachers understood and let me off. I had begun to remember the weeks by Thursdays. Whenever I saw Cheers, I knew another week had passed. Dinner at home was a dismal affair and the table never seemed right with just three places. We usually ate on the floor in the library, though my stepmother occasionally made us eat at the table to preserve some semblance of order. A routine had been established. At last, I began to feel in touch with reality. I caught up in school and started to think again.

When my father came home, weeks later, he was a giant enfeebled. It was difficult to see him—my invincible Dad, who no force could stop—taking 10 minutes to climb the stairs. It was weeks before he could do even that. I made it home for lunch almost every day, and spent time with him watching movies. But never did I talk—truly talk—with him about what happened, and what would happen. Except for his physical feebleness, I tried to believe that everything was back to normal and visualized everything being like it was before. But I was wrong, and inside I knew it, but could never admit it to myself.

During semester exams, instead of studying, I came home for lunch and watched movies with Dad. I remember just before my chemistry final, watching The French Connection, and my stepmother and my dad tried to talk to me about his condition. I remember not being able to concentrate, but looking at the movie all the time, fidgeting. I realize now that I was subconsciously refusing to listen, but I can describe every scene in that portion of the movie perfectly.

Soon February rolled around, and life had returned to normal. Or at least, I refused to admit that it hadn't, and never would. Dad's bypass surgery was scheduled for the fourth, and he would go in for catheterization on the third. Catheterization is a procedure which involves inserting a tube into a vein in order to inject a liquid. This liquid, visible on x-ray, shows where the blood is not moving due to clots, so that the doctors see which clots to operate upon. The night of Feb. 2, I stayed up past midnight reading a novel, Rebecca, for school and listening to a William Ackerman guitar disc. I can vividly remember every scene in the book in association with certain passages of the music.

The next day was no different than any other, except that I had done no homework other than Rebecca. As I walked around the oval at 3:15 p.m., I looked down at the ice encroaching on the salted and dry portion of the sidewalk. I started to walk off the oval towards Woodbury and froze for no apparent reason. I was suddenly struck with the conviction that—no!—my father just couldn't die, he had too much to teach the world, so much to say! At that moment a car pulled up alongside the sidewalk, and I saw my parent's closest friend, John, in the car. He told me to get in. My stepmother had asked him to pick me up. My stomach began to quiver and I knew something was terribly wrong. We got home, and we played Scrabble in the house. The air was thick with tension and foreboding. Later, another of their friends came over and John went to the hospital to be with my stepmother. We played backgammon.

At 9:15 p.m., I heard the garage door open and a car pull in. Something was wrong, terribly wrong. I prayed to God Himself that it was not my stepmother; just anything if it was not my stepmother. My hasty prayers were in vain, and she walked in, arms open to Alex and me, her face red and swollen with tears. "Oh my God," I said, hundreds of times, incoherently, as my mind reeled from the monstrous blow—my father was dead. Not yet, I said, I have to talk to him, I never got to say goodbye, I just, just... wanted to tell him how much I loved him... say he's not dead...

As more friends showed up to see us, I regained my composure. My stepmother offered me scotch, but I refused. People tried to comfort me and said they were sorry. But, I said, that's OK. I'm really all right. I sat in front of the fire until 1:00 a.m. and then decided to go to bed. I said I would read a book about death. I had one and I said that it would help. I never opened it. Instead, I cried myself to sleep and told myself that when I awake it would have just been a bad dream.

It wasn't. When I woke up the next day, I felt as if I were in another world. I entered the kitchen expecting to see Dad drinking his coffee, just like he had since I could remember. I saw only my stepmother and John, talking over a hastily prepared breakfast. Both stood and asked how I was doing. Fine, I said. For, honestly, I wasn't sure. I was sure of nothing at this point.

Over the next three days, every one of my parents' friends came to give their condolences. I had never realized how many friends they had and what good friends they were. Many talked to me and made sure I was doing OK. I realize how selfish I was to accept their condolences and to never offer them mine. But, at that time, I guess I just saw nothing outside of myself. Even of myself, I was unsure.

The second day, two of my closest teachers, another friend from school and the Shakerite staff came over to offer support. As with my parents' friends, I never realized what good people they were to know and how lucky I was to have them as friends. My "best" friend Mike, although he knew about my father, never did so much as call. It seemed Dad's death was proving more than I had suspected: it showed me who my friends really were.

The following weekend, we flew to Tuscon for the burial. As requested, his ashes were scattered over the Arizona desert. He had wished to "return to the earth, dust to dust." The night we scattered his ashes was clear, cold and every star in the sky could be seen. A halo surrounded the moon, and we wondered could it have been Dad's final goodbye? I wished I could return the signal somehow, but only looked to the sky and wondered. Visiting my relatives greatly lessened the load on my mind, but soon after we returned I had again felt lost and alone without him. In the following months, though, I gradually stabilized, and became used to setting the table for three.

To this day, I often wonder if I ever really cried enough. I wonder if I ever really paid my debt of tears, or if I still hold back the emotions that are due. The day after his death I wrote to a friend that "he was the foundation for everything that I am, and everything that I wanted to be—what could ever take his place?" I know now that only I can fill those gaps, but they will always bear his essence. My father, the Atlas who held up my little world, is forever gone, yet will always remain as part of myself—a goal for which to strive.

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Second year LEL swimming champs sprint toward states

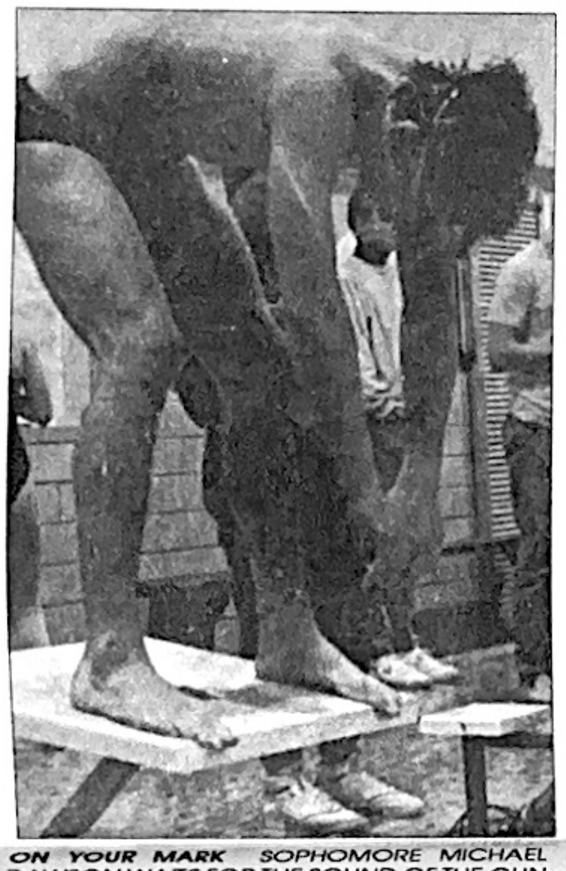
Dedication leads to undefeated record

BY AMY ROSEWATER
co-Centerpiece Editor

With their swimcaps on and their kickboards in the water, they're off and swimming towards states.

This year's boys swim team has an 8-0-1 record and with its tie to Lakewood, it retained the L.E.L. title for the second year in a row.

"Last year, they didn't have any confidence.



ON YOUR MARK SOPHOMORE MICHAEL DAWSON WAITS FOR THE SOUND OF THE GUN BEFORE SHOOTING OFF THE BLOCK AND RACING TO ANOTHER VICTORY FOR THE 8-0-1- TEAM. PHOTO BY EVAN WEINSTEIN

They've worked hard and come a long way," said Coach Jim Walsh.

"To be a swimmer, you have to have a lot of inner strength and discipline," said Walsh. "We're like Rodney Dangerfield— we don't get much respect, yet."

"[The boys swim team] needs more recognition. We're undefeated this season and no one knows about it," said states-bound junior Andrew Schmidt.

Sophomore Devin Friedman agrees with teammate Schmidt. Friedman hopes that this year's winning season will attract more swimmers to the team.

They crushed Solon's swim team for the first time in Shaker history with a score of 93-79. The team also won the Timken relays in Canton and the Heights relays.

Schmidt has "a good crack" at swimming at states for the 100 backstroke, according to Walsh. Schmidt is presently ranked thirteenth in the state in this event.

"I hope we break the medley relay record and place in the top five at districts," Schmidt said.

Tom Hungerford, junior, has a shot at swimming the 500 freestyle at states and senior Matt Lewis has a chance at diving at the state competition.

"Our goal is to get as many people to states as we can," said Walsh.

The team will compete at districts in March. Walsh said that the team would do well if it places in the top five at districts out of approximately 35 to 40 teams. If someone places first, second or third at districts in his event, he will automatically go to states.

In the past, Ohio has been first in the nation. According to Walsh, Ohio is one of the toughest states in the country in which to swim. He also claims that Shaker may be in one of the toughest districts in the state. If a Shaker swimmer does well at districts and at states, he has a good chance to do well at the national level.

Besides states-hopefuls Schmidt and Hungerford, some of the best swimmers this year, according to Walsh, are seniors Matt Harwood, Basil Strasburg and Tom Bauer; juniors Warren Phipps, Rob Klein; Bruce McQuillen; and freshman Mark Van Arsdale.

"They train harder now than most people did for the Olympics in the '70's," said Walsh.

The swim team practices about 17 hours per week. Three practices begin before school each week at 6 a.m. The team also practices after school and on the weekends.

"You get adjusted. I don't need as much sleep. I only get six hours of sleep a night during the swimming season," said backstroker Phipps.

Friedman claims,"I've talked to ex-swimmers who are older now and they told me that swimming is the hardest thing I'll ever do in my life."

"Swimming is a challenge...I enjoy keeping in shape, the competition, the comraderie and the swimming itself," said Phipps. "It forces you to budget your time."

Many members of the swim team find it hard to budget their time between school and swimming.

"They must focus their energies—if they're doing a lot of things, they're not going to make it," claims Walsh. "Grades come first and swimming comes second. If you don't have the grades, you won't get anywhere."

According to Walsh, most of the swimmers are "really good students" with "solid grades." He even found that their grades are higher during the swimming season.

"Our coach has a lot of expectations and so do our teachers and it's hard to please both of them," said Friedman.

"It's all self-discipline," said backstroker Bruce McQuillen. "I get home, eat, do my homework and go to bed."

Besides coping with school and homework, the swim team has also had to contend with an unfortunate loss. Friedman is out for the remainder of the season because of a serious injury to his hand, leaving the team with only two breaststrokers.

"We have a small team but they're all doing great," said Walsh. "Next year I think the whole team has a good shot at states."

Even with districts and states just around the corner, the team is looking further into the future.

"Doug Forsberg [sophomore] is going to be tough. He's tough right now. Mike Dawson [sophomore] too," said Walsh.

Walsh also commented that freshmen Pat Melley and VanArsdale have an "excellent shot at states" next year.

1987-88 LEL CHAMPION BOYS' SWIM TEAM

100 Backstroke: Schmidt 57.95 (Personal Record)

Medley Relay: 1:45 (ranked seventh in District)
Schmidt, Bauer, Strasberg, Harwood

TEAM RECORD
8-0-1
LEL champions for second consecutive year

SENIORS
Tom Bauer
Matt Harwood
Basil Strasberg

JUNIORS
Tom Hungerford
Rob Klein
Bruce McQuillen
Warren Phipps
Andrew Schmidt

SOPHOMORES
Mike Dawson
Doug Forsberg
Devin Friedman
Mike Zemel

FRESHMEN
Pat Melley
Mark VanArsdale
Brad Watts

COACH Jim Walsh

Raiders dribble their way to Coliseum

Shaker walks away with 87-70 win

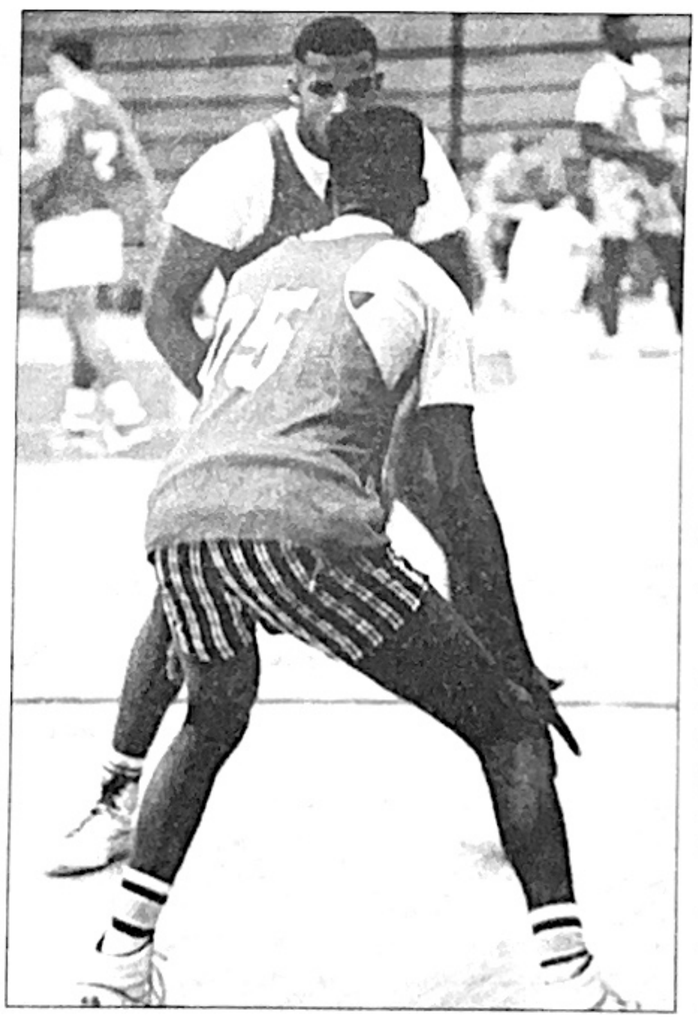
BY VIJAY SHAH
Staff Reporter

The Shaker boys' varsity basketball team traveled to Richfield Coliseum in order to meet Benedictine in a non-league game Jan. 30.

The Benedictine Bengals gave Shaker exactly the boost it needed. Shaker overpowered the Bengals 87-70. Though hanging close until the second quarter, the Raiders put the Bengals away with their characteristic speed and sharp, alert passes. They once again controlled the boards and played stellar defense, forcing turnovers virtually everytime the Bengals crossed the mid-court line. The Raiders regained the all-important momentum-if they had lost it at all.

But perhaps more important than a Shaker victory was the fact that the players got a chance to bask in the limelight; to strut their stuff in a professional arena. The Raiders' talent, hustle and poise was impressed to upon most everyone in the audience. Ooh's and Ahh's streamed from the crowd made up of not only faithful Shaker fans but those who had never seen the Raiders play before.

It was a chance for stars to shine. Senior Aaron Simmons pumped in five three-pointers from long range. Point guard Vada Burnett, a junior, ran the offense, making all the right passes and scoring in the face of Benedictine defenders. He led the team with 23 points. Senior Chris Peinter, at off-guard, scored fifteen points while charging Shaker's lightning-fast breaks.



For many of the Raiders it was a dream come true. They played on the same court that Cavalier stars Ron Harper (who had previously attended a Raider game against Valley Forge), Brad Daughrauty and John Williams performed on an hour and a half later.

Shaker is left with two games on the schedule—both of them tough. They will need a strong showing at these games to maintain their lofty position in city rankings and in the league. At 15-2, the Shaker Red Raiders have a good chance to travel farther down the road than just the Coliseum.

...The players got a chance to bask in the limelight; to strut their stuff in a professional arena.

SHARPENING THEIR MOVES. SENIOR MARC JOYNER AND JUNIOR DUANE FILEY WORK IN PREPARATION FOR THEIR GAME AT RICHFIELD COLISEUM. PHOTO BY EVAN WEINSTEIN

Perfect practice makes perfect

Girls' swim team is stroke above the rest

BY DEVIN FRIEDMAN
Staff Reporter

It is 5:30 a.m. and most of Shaker Heights is fast asleep, warm in their beds—most of Shaker Heights, that is, except some of the nation's best swimmers, members of our high school swim team. Another day of hard training has begun, and often it will not end until 7:30 in the evening, after as much as 14,000 yards (560 laps) and weight training.

According to head coach Ernie Welsch, the hard work is paying off. "I would not be surprised if the Shaker girl's team ended up in the top ten in the nation this year," said Welsch.

This team, started by Welsch in 1982, has come a long way in a short time. Out of 40 teams at the district meet last year, Shaker's team finished third. Out of well over 200 teams in the state, the team finished eigth.

The girls are 9-0 for this season and went undefeated for the first time in Shaker history. The season has included a first place finish over 11 other teams at the Cleveland Heights Relay Meet, and a first place finish over 20 other teams at the Timken Relay Meet in Canton.

The girls' practice schedule includes one and one-half hours of swimming three mornings a week, two hours on weekday afternoons and two hours on Saturdays.

"Although it's a lot of hard work, swimming is also very rewarding," said junior swimmer Hallie Butze.

Welsch agreed with this attitude, and added, "the sport is addictive. Once you are successful, you like that feeling so much you need to feel it again. It's like a fix."

Sophomore Stephanie Sexton said that the main goal of the team this year is to do well at districts and qualify as many people as possible for states.

Senior Colleen Manning and Sophomore Francesca Gambetti added their aspirations to, "Get tan in Florida at nationals, and meet a lot of cute guys."

These are not their only hopes, however. Manning is only three tenths of a second off of Olympic trial qualification times in the 100 breaststroke, while Gambetti is two tenths of a second off Olympic trial qualification times in the 50 yard freestyle.

According to Welsch, the future looks promising. He said freshman Maggie Manning, Jennifer Sullivan, Kristin Grant and Kathy Jacobson have shown outstanding ability.

Last year alone Gambetti, Colleen Manning and Sexton made it to states, along with juniors Alayne Gordon and Erin Melley, sophomore Stacy Boland, and Senior Sarah Pamula.

1987-88 LEL CHAMPION GIRLS' SWIM TEAM STATISTICS

OVERALL RECORD 9-0
RANKED FIRST IN DISTRICT 1988
(RANKED THIRD IN DISTRICT 1987)
SECOND CONSECUTIVE LEL CHAMPIONSHIP

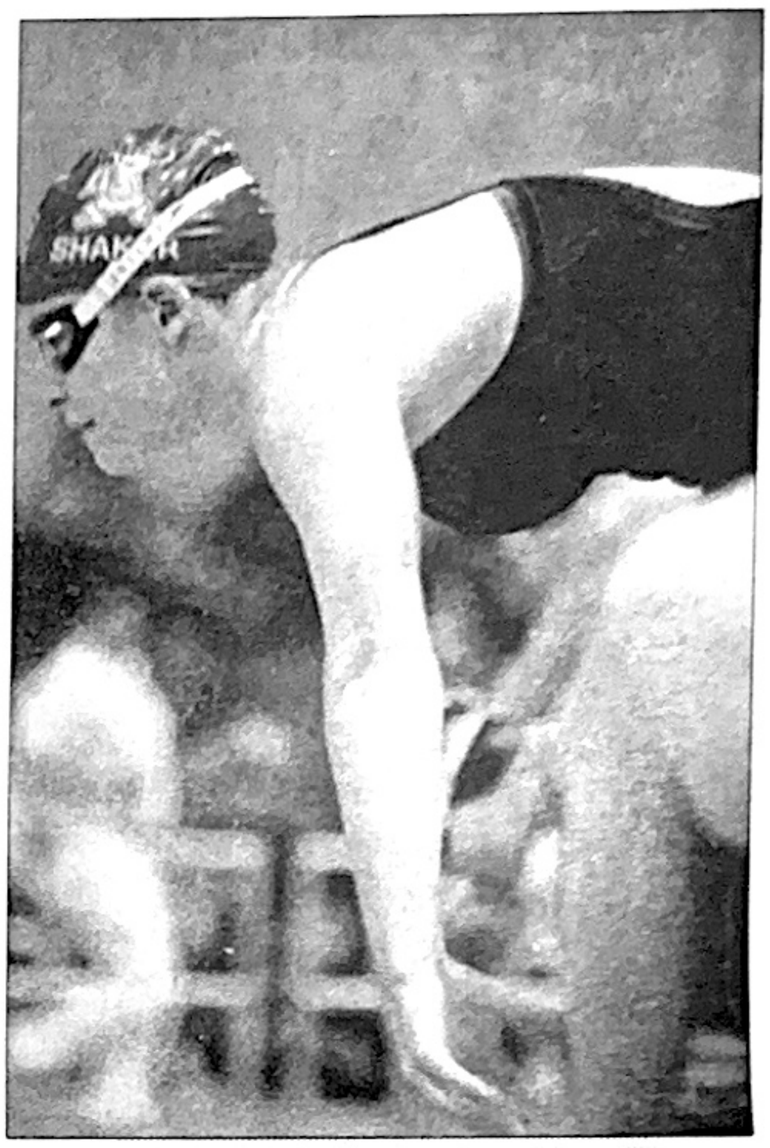
COLLEEN MANNING:
100 BREASTSTROKE (1:06)
(Manning placed first in Junior Nationals in Florida last year)

MANNING AND FRAN GAMBETTI JUST TENTHS OFF OF OLYMPIC TRIAL TIMES

STATE HOPEFULS

Colleen Manning
Alayne Gordon
Fran Gambetti
Stacey Boland
Shannon Graham
Stephanie Sexton
Erin Melley
Sarah Pamula
Sarah Merchant
Jane Schmidt
Maurine Kittle
Kristen Mackey

Coach Ernest Welsch



READY AND WAITING SENIOR MAURINE KITTLE PREPARES TO TAKE PART IN LEADING THE LEL CHAMPION GIRLS' SWIM TEAM TO ITS UNDEFEATED RECORD. ALTHOUGH THEY HAVE ALREADY CAPTURED THE LEL TITLE, THE GIRLS CONTINUE TO PRACTICE HARD IN ORDER TO SEND MANY SWIMMERS TO STATES AND NATIONALS.
PHOTO BY EVAN WEINSTEIN

Inexperience takes its toll

Young ice hockey team struggles through season

BY KRISTIN MCGOVERN
co-Centerpiece Editor

There have been better seasons for the Shaker hockey team. They have seen more victories in past years. Yet despite a 3-12-2 record, their spirits remain high, their practices remain vigorous and the coaches' encouragement remains unwavering.

The team is young, comprised of seven freshmen, six sophomores, nine juniors and five seniors. The two coaches, Mike Bartley and Jerry Graham are most concerned over the eight defensemen, all of whom are young, and seven have had little or no experience in their positions.

"We have a lot of first year players, and we have taken our lumps this season, but by next year surely we will have improved," said Bartley.

"It was really good that Mr. Bartley gave the young players ice time and a chance to prove themselves, instead of devoting his time to the star players."

Assistant coach Graham, echoing Bartley's optimism, said, "The team is younger and less experienced than I have seen since the start of my coaching in 1970, but I am confident that they will get better and better as the year progresses."

"The goal as a team was some games, since the team was so young," said sophomore defensean Nate Sadler. "After this year, the next few seasons shouldn't be so rough."

Bartley and Graham work the team five days a week; three days of one hour practices and two days of 90 minute practices. These workouts include weightlifting and warm-ups as well as practicing the fundamentals.

"It was really good that Mr. Bartley gave the young players ice time and a chance to prove themselves, instead of devoting his time to only the star players," said defensman Matt DeOreo. "This will make us young players more prepared in future seasons."

"The coach played a big part in helping the team," added Saddler.

According to senior goalie David Sealfon, these challenging practices have paid off. "We wanted the freshmen and sophomores to become more confident, so they can be better next year, and our practices have made them improve," said Sealfon.

Most team mebers agree that Bartley instructs the fundamentals of hockey excellently, because of his previous career in hockey.

Many of the team members appreciate coach Bartley for his motivation and encouragement. Although the team agrees that practices are difficult and tedious, they realize they will be better prepared in future seasons. Despite the team's unsuccessful record and youth, Bartley said, "The team is young, with a bright future."

The team displayed the most prestige on Jan. 30 against Cleveland Heights. Despite the Tigers' defeat over Shaker by a 8-3 final score, Barley felt the Raiders played quite well as Sealfon made 40 saves. However, in order for Shaker to play in the Baron Cup City Championships, the team must win at least one more game. In any case, the team is looking foward to the state tornament on Feb. 23.

Despite the team's youth and lack of experience, the team members remain confident. As Sealfon summed it up, "We have team unity, a desire to win and we're not discouraged by our record."

CHILLIN' ON THE ICE SENIORS EVAN NOLAN AND GERRY GRIM TAKE A WELL-DESERVED-BREAK DURING A RIGOROUS PRACTICE. FUNDAMENTAL DRILLS ARE EMPLOYED DURING PRACTICES, AND ALTHOUGH SOME FIND IT MONOTONOUS, THE TRAINING WILL PROVE BENEFICIAL IN YEARS TO COME, ACCORDING TO COACH BARTLEY. *PHOTO BY EVAN WEINSTEIN*

Steady improvement expected from wrestlers

BY JOHN-PHILLIP NEILL
Sports Editor

Patience...

Patience is the one word I would say to anyone who took a critical look at the Shaker varsity wrestling team.

With an overall record of 1-4, the team's main weakness, according to coach John Schwartz, is making costly errors in the matches. Schwartz claims the wrestlers are well conditioned and know all the moves necessary to win a match, but small mistakes during the actual matches cause the losses.

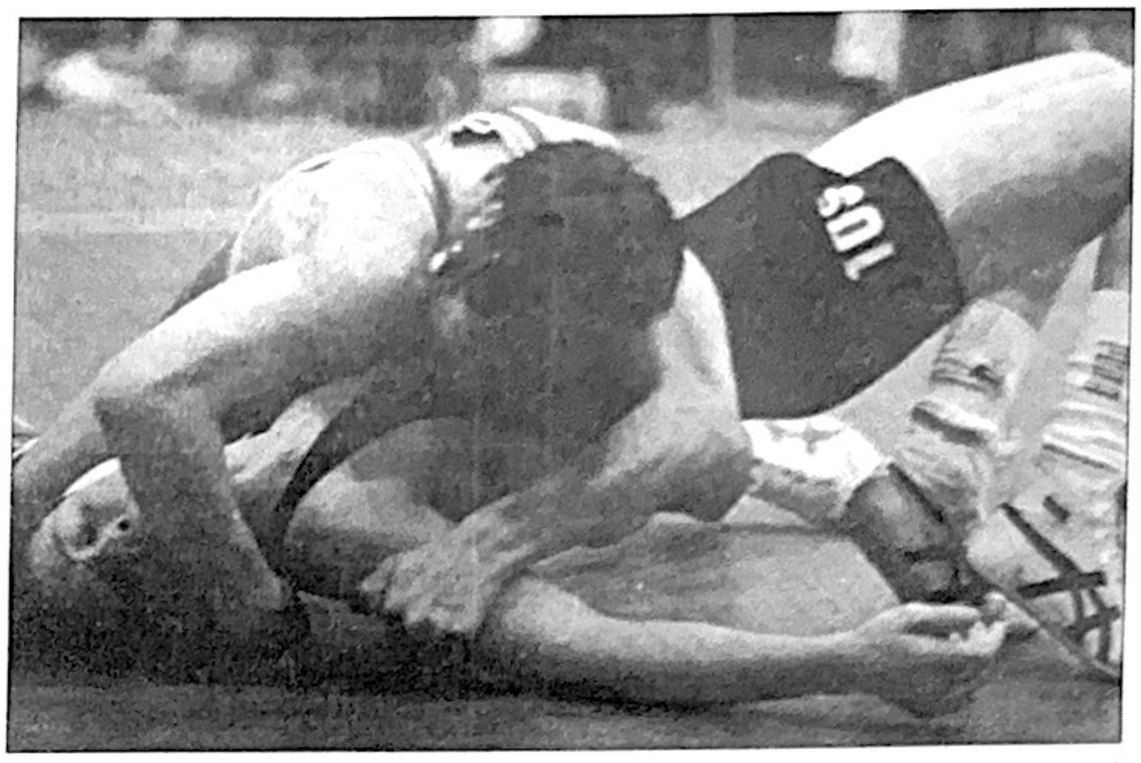
This fault can be directly attributed to the youth and inexperience of the team as a whole.

The squad boasts only three seniors, with a large percentage of the boys being underclassmen. This figure hurts the team now, but as the younger wrestlers mature, they will have years of high school experience under their belt.

Venturing from the high school level, the Shaker Middle School has a strong wrestling crew we will soon be seeing, coached by none other than ex-Shaker High wrestling greats, Tito Vasquez and Ron Hall. They are the head coaches of the middle school team, and have been well received by both the students and parents. According to Schwartz, the boys are enthusiastic about practicing under Vasquez and Hall. And since the two have been through the high school system, they know what coaches Dave Sedmak and Schwartz are looking for.

This year, the team is hoping to fair well at the district tournament Feb. 26. In adding several competitive tournaments to their schedule. Within the past two years, they have upped their level of competition. Last year this move proved beneficial, as more wrestlers advanced to the regional tournament.

The regional tournament is Mar. 4, while the state tournament is Mar. 10.



BEING PRESSED SOPHOMORE GLEN KOHNER WORKS TO PIN HIS OPPONENT. THE TEAM IS SEARCHING FOR SUCH YOUNG HOPEFULS AS KOHNER. *PHOTO BY EVAN WEINSTEIN*

Benchwarming, a chilly situation: Coaches, players treat benchwarmers without cold shoulder

BY AMY ROSEWATER
co-Centerpiece Editor

There they are, in their spotless uniforms, awaiting their chance to be part of the game. When there is an injury or Shaker is up 56-0, they eye the coach expectantly as he paces the sideline, waiting for that big moment when they are called upon to play.

They are the benchwarmers, and while the typical benchwarmer is commonly stereotyped as worthless and as a poor athlete, coaches and fellow team members disagree, claiming benchwarmers are valuable assets to the team.

In a practable sense, the benchwarmers serve as a "practice squad," which the starters compete against during practices. They also force the starting players to do their best, for if the regulars slip up, a benchwarmer will be more than happy to take their spot on the team.

There are some teams where nearly everyone gets the opportunity to participate. The chilled benches at the ice rink remain cold during hockey games. For out of the 27 hockey players on the team, only three to five team members warm the benches throughout the game, claimed hockey coach Mike Bartley.

Bartley said that most of the players are "eager to play and supportive of the team."

"If a player complains or causes trouble [because he feels he does not play enough] then I recommend that he goes to play elsewhere; but usually he recognizes that's the way it's going to be [that he will not play much]," Bartley added.

Field hockey coach Linda Betley made a point of referring to "benchwarmers" as "nonstarters." A nonstarter is different from a benchwarmer because that player plays, but he or she is simply not on the field when the game begins.

Betley added, "We compete against schools and at the same time, there is constant competition for starting positions."

Non-starters may not play in the beginning of varsity games, but they do have the chance to play in JV field hockey games. According to Betley, the JV team is a building program which acts as a "feeder" to the varsity team.

After realizing that she would not begin in many varsity games, junior Amy McCoy, a varsity field hockey player, had the opportunity to play in a couple JV games.

"It is important to play in a game because you gain experience. As it turned out, I played more than other varsity players," said McCoy. "It makes the player feel important to start in a game, but games are just a small part of the sport. There are also the people and the practices."

For the football team, the practices are, as McCoy said, a large aspect of the sport.

According to football coach Al Raymond, "benchwarmers," a term he hates to use, are valuable to the football team. He claims that they are worked just as hard as any other player on the team because his philosophy is: if the benchwarmers do not practice, then the team is not ready to participate in a game.

Raymond hopes that when a benchwarmer does get an opportunity to participate, the player will go out onto the field with the attitude that he "is going to prove the coach wrong" for not having him start.

"The greatest thing that can happen to a coaching staff is that every kid will be able to play in a game," claimed Raymond. "But there's no guarantee."

Test your skill at some Shaker sports trivia

BY PETER NAGUSKY
Editor-in-Chief

SPORTS
SHAKERITE

Which of the following people have recently visited the high school?

A. Orlando Lawry, linebacker for Indianapolis Colts.

B. John Cooper, head football coach at Ohio State.

C. Ron Harper, standout for Cleveland Cavs.

D. Dr. Ruth, well-known television star and famous personality.

When Orlando Lawry came, he told head coach Al Raymond and assistant coach Ed Tekieli...

A. what a great influence they were on his career.

B. that he had the Browns and 8 in the Colts playoff game.

C. all about his high school crush, Desadre Lawson.

D. amazingly explained how he is related to senior Jenny Lawry.

When John Cooper came, he asked...

A. for senior Nick Perry's time in the 40.

B. for O.J. McDuffie's address and phone number.

C. for Ms. Sankovich's phone number

D. how to hook up his VCR so that he could tape "Alf" while he was watching "G.L.O.W."

When Ron Harper came, he...

A. said, "ouch, my ankle hurts."

B. did a reverse, two-handed, double-pump dunk at halftime.

C. asked for Marc Joyner's autograph.

D. stuck gum under the bleachers, but thought nobody would see it.

Earle Bruce was in Shaker during his nine years as coach at O.S.U., about as many times as...

A. the high school swim teams, combined, have lost this season

B. wrestling coach Dave Sedmak has said, "Allright, guys. Go ahead home now. We don't need to workout today."

C. the girls' basketball team has won a game in the LEL this season.

D. a week has gone by when all of the teachers in the school have abided by "Flex Night."

When Chris Painter goes up for a jump shot, he has enough time to...

A. gauge the temperature and wind-chill factor.

B. calculate the rotational velocity needed to put on the ball.

C. make the shot over a white opponent because, according to Jimmy the Greek, his thighs were bred to be bigger and stronger.

Junior Vada Burnett...

A. will have a flood of scouts after him next year.

B. has never, ever, looked where he has passed.

C. cannot shake your hand and look at you at the same time.

D. has never been called "Darth" Vada.

The girls' swim team...

A. is ranked number one in the city.

B. has one of the state's best, perhaps one of the nation's best, competitors in senior Colleen Manning.

C. does have more clothes than the sweatshirts they are binded to wearing nearly every day of the week.

The Coliseum is where...

A. the high school band performed on Feb. 7.

B. the basketball team totally dismantled a basketball squad from Benedictine on Jan. 30.

C. Rosel Hurley apparently believes, for some reason, that you can jump higher than on a normal court.

Associate principal Bob Mohney...

A. was asked to be an alternate for the United States Olympic bobsled team after the blazing start to his two-mile "run" at a pep rally earlier this year.

B. taught John Elway how to smile.

C. was hugging the rail at the Winterfest skating party closer and more frequently than he has hugged his wife in 15 years.

Students Working For Academic Excellence

Students Working for Academic Excellence is the product of senior project research completed by Carla McMillian, Marlene and Darlene Pope in 1985. S.W.A.E. is a group created by students for students. Our mission is to provide an academic and cultural support group. In addition to services for ourselves we have community outreach programs, such as forums and lectures. Our work has received recognition, not only from local institutions, but also from sources as far away as The Japanese National Honor Society.

The concept of a group formed to promote achievement is one that is much needed. Encouragement for students to succeed is most valued when given by their peers. In pursuit of higher achievement the spark of self-motivation is essential, but group motivation has great power in helping to fan the flame.

After all of the rhetoric concerning achievement in our school, there remains undeniable and significant disparity. Simply being aware of the problem is no longer impressive. Taking action to eliminate the problem is. We must remember that we are all part of a collective effort. What affects one, affects all. Our quest is for collective achievement

We chose the following poems in observance of Black History month:

To achieve all that is possible
We must attempt the impossible
To be as much as we can be
We must dream of being more
May we never lose sight of our
dreams

- Unknown Author

What happens to a dream
deferred?
Does it dry up
Like a raisin in the sun?
Or fester like a sore
And then run?
Does it stink like rotten meat
Or crust and sugar over
Like a syrupy sweet?
Maybe it just sags
like a heavy load
Or does it explode

- Langston Hughes

***Guest speakers for this month:**

Mr. Mwatabu Okantah -- Wed. 2/10
Mr. William Pope -- Wed. 2/17
Mr. Richard Harvey -- Wed. 2/24

*Meetings for S.W.A.E. are held Mondays at 3:15 in room 221.
ALL ARE WELCOME.

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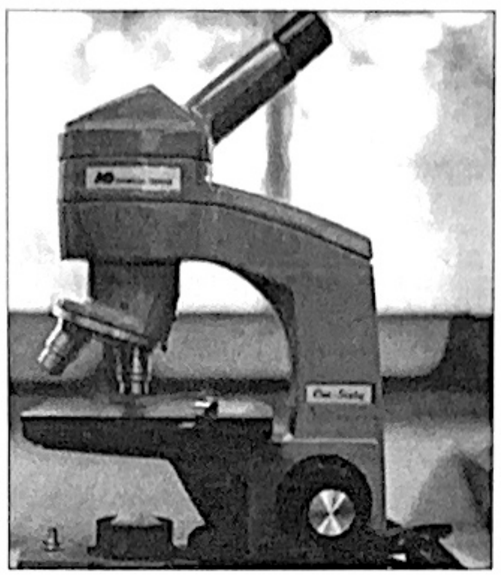

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